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admission that the greatest waste of our school time is just below the secondary schools, and it is in this place that the introduction of Latin for those who mean to study Latin will do great good. Suppose, then, we can add two years Latin gradually to our secondary work. With six years of Latin in school, and two in many of our colleges, we shall then have eight years of Latin occupying one-fourth of the pupil's school time, without injuring any other study, without prolonging Latin too late as a prescribed study in the student's life, and for the first time in our history we shall be in a way to put the study on a basis where it will bear comparison with the best Latin education of the world.

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#### THE PROPOSED SIX-YEAR LATIN COURSE \*

The task of the successor of the reader of an opening paper is an easy one, if he finds himself in opposition. If he finds himself in complete agreement, and if the previous speaker is a man who is in the habit of thinking out his problems thoroughly and broadly, and leaving nothing to be said on that side, then the successor may well wonder why he should take up anybody's time. Such is my condition. I have, therefore, no right to do anything more than to dwell upon a single phase of the question, selecting the one which seems to me the most vital.

The study of Latin in the Schools should have a double purpose. It should contribute both discipline,—a partial, but indispensable thing,—and a training of the literary and historical sense. For it should not be forgotten that, at the very time when the student is being taught to observe correctly and reason accurately, he is also reading some of the masterpieces of one of the great literatures. Now it is clear that the second aim cannot be gained, if the nature of the case makes it necessary for the teacher to put the main stress of his work upon the *mechanics* of the language, the mastery of which subserves

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\* Remarks by Professor Wm. Gardner Hale, of the University of Chicago, immediately following Professor West's address.

the first aim. The fact that this has to be done, in the present hurried course, is one of the principal reasons why so many students pass through that course without any suspicion that they are occupying themselves with a literature. Even for the mere mastery of the mechanism, however, the time is too brief. It seems to me that no thoughtful student of pedagogics can go into any first-year classes of any school, in which Latin occupies only four years, without feeling that the young student is being constantly pushed beyond his depth. The language is unquestionably a difficult one. The fact that it is both difficult and constructed upon sound reason, makes it an admirable field for the young and growing mind to occupy itself with. But its difficulties should be taken at such a rate that they may be got fairly in hand. *Time* is necessary, both for understanding and for assimilation. The same considerations hold also with regard to the second year. The plunge into Caesar, ordinarily taken in that year, carries many pupils at once to the drowning-point, and overtakes the strength and wind of nearly all. Even the cleverest pupils would become far stronger Latinists,—which also means would become better thinkers,—if they could advance more slowly in the first year, and in the second year read the easiest Latin that can be found, as an introduction to a more difficult third-year author. And when, later, they reached their Virgil and their Cicero, they would, if under a proper teacher, find themselves really feeling something of that charm and power which made these men contribute so much to the Rebirth of Europe, at the time when our humanistic training arose. But all this means a six-year course.

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#### THE PLAN OF A SIX-YEAR LATIN COURSE. \*

At the very outset I am bold to say that I have the deepest convictions of the potency and practicability of this plan, and believe that its adoption will aid in solving one of the gravest problems in American education, the union of the Grammar

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\*Address by Superintendent A. F. Nightingale, of the Chicago High Schools. (See p. 372.)